

Schoolwide Programs

The purpose of the schoolwide program is to improve academic achievement throughout a school so that all students demonstrate proficiency related to the State's academic content and student academic achievement standards, particularly those students furthest away from demonstration proficiency. The improved achievement is to result from improving the entire educational program of the school.

A school is eligible to implement a schoolwide program if at least 40 percent of the enrolled students are economically deprived. Eligibility is determined by the percent of students eligible for free and reduced lunches enrolled in the building based on the January (preceding year) count.

In a single attendance area, buildings with an administrator in common may be eligible as a building. If a building has its own administrator its eligibility is determined separately. An eligible school, after consulting with the district, must submit written notification to DESE of its intent to implement a schoolwide program. One year of planning and preparation is required unless the school staff demonstrates to DESE that they have received high quality technical assistance that allowed them to be prepared in less than a year.

Components of a Schoolwide Program

The following components must be contained in a schoolwide program:

1. Schoolwide reform strategies.

The schoolwide program must incorporate reform strategies in the overall instructional program. Those strategies must:

- Address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards; and
- Reflect effective methods and instructional practices based on scientifically based research, and that
- Improve the teaching of reading/language arts, mathematics, and at least by the 2005-2006 school year, science.

2. Instruction by highly qualified teachers.

A schoolwide program must ensure instruction by highly qualified teachers and ongoing professional development by:

- Including strategies to ensure instruction in the schoolwide by highly qualified teachers;
- Providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff; and
- Aligning professional development with the State's academic content and student academic achievement standards;
- Devoting sufficient resources to carry out effectively the professional development activities; and

- Including teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program.

3. Parental involvement.

A schoolwide program must involve parents in the planning, review and improvement of the comprehensive schoolwide program plan. A schoolwide program must have a parental involvement policy that:

- Includes strategies to increase parental involvement, such as family literacy services;
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students that participate in the required academic assessments;
- Makes the comprehensive schoolwide plan available to the LEA, parents, and the public; and
- Provides the information contained in the comprehensive schoolwide program plan in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

4. Additional Support.

A schoolwide program must improve the entire educational program of the school, particularly to those students who are furthest from demonstrating proficiency in attaining the State's academic content and academic achievement standards. The schoolwide program must:

- Include activities to ensure that students who experience difficulty attaining the proficient of academic achievement standards will be provided with effective and timely additional support;
- Ensure that those students' difficulties are identified on a timely basis; and
- Provide sufficient information to teachers on which to base effective assistance to those students.

Transition

A schoolwide program **in an elementary school** must include plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a preschool program under Individuals with Disabilities Act or a State run preschool program, to the schoolwide program.

If a reading specialist is employed in a schoolwide project and H.B. 474 money is requested, H.B. 474 guidelines must be followed.

Schoolwide Program Plan

An eligible school that desires to operate a schoolwide program shall develop, in consultation with the school district and other technical assistance providers, a comprehensive plan for restructuring the total instructional program.

The plan must be available to the school district, parents, and the public.
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The information contained in the plan shall be translated into any language that a significant percentage of parents of participating children in the school speak as their primary language. The plan, where appropriate, should be developed in coordination with programs under the School-to-Work Opportunities Act, the Carl Perkins Act, the National and Community Services Act, and other programs that might be part of a comprehensive plan to assist all students in reaching the Show-Me Standards.

Schoolwide Program Plan

An eligible school that desires to operate a schoolwide program shall develop, in consultation with the school district and other technical assistance providers, a comprehensive plan for restructuring the total instructional program.

The schoolwide plan must include the four components discussed on the preceding pages and must:

- describe how the school will use Title I and other resources to implement the four required components
- identify district, state, and other federal programs that will be included in the schoolwide program
- describe how the school will provide individual student assessment results, including interpretation of these results, to parents
- provide for the collection of data on achievement and assessment results of all students in the school. Data must be disaggregated by gender, major ethnic or racial groups, LEP status, migrant status, homeless status, by children with disabilities compared to non-disabled children, and by economically disadvantaged children compared to non-economically disadvantaged children
- describe methods to produce statistically sound results for each disaggregated category through the use of over sampling or other means
- provide for public reporting of disaggregated data only when such reporting is statistically sound

The schoolwide program plan must be developed with the involvement of the community to be served, including teachers, parents, principals, pupil services personnel, other staff and secondary school students.

The plan must be available to the school district, parents, and the public.

The information contained in the plan shall be translated into any language that a significant percentage of parents of participating children in the school speak as their primary language.

The plan, where appropriate, should be developed in coordination with programs including those under Reading First, Early Reading First, Even Start, the Carl D. Perkins Vocational and Technical Education Act of 1998, Head Start, and other programs that might be part of a comprehensive plan to assist all students in reaching the Show-Me Standards.

The district must have an approved plan before they will be allowed to budget money for a schoolwide project.